

# JOHN TONKIN COLLEGE EDUCATION SUPPORT CENTRE ANNUAL REPORT 2022

ENGAGE

EDUCATE

ENRICH

EMPOWER





**As School Principal I am honoured to present the 2022 Annual Report. 'Engage, Educate, Enrich, Empower' is the ethos we proudly embrace.**

Student achievement remains in the forefront of our core business. We use a flexible approach to meet the needs of the students and offer a broad range of courses including VET TAFE on and off campus. In what has been a testing year, we have shown that our strength is providing a supportive, caring and inclusive environment. I can say with the utmost confidence the school community rose to and overcame its challenges. I thank everyone involved and look forward to another successful year in 2023.

We are an Independent Public School located at the Mandurah Education Training (MET) Campus within John Tonkin College (JTC). Our school shares the Peel Campuses of South Metropolitan TAFE and Murdoch University. In partnership with South Metropolitan TAFE and Skills Strategies, our school provides students the opportunity to complete a Certificate I Retail - through simulated environments such as Beauty Therapy, and Shop experience and Certificate II Construction skill set where students learn to design and build a variety of projects.

Our cadets program through the Department of Fire and Emergency Services, promotes practical life skills, leadership and team work skills. It encourages a healthy life style through activities such as, casual fitness programs and camps. Students have use of a fully equipped workshop with electrical machinery and hand tools, a purpose built art room, amphitheatre and a fully equipped industrial style kitchen. Our Workplace Learning program puts student's work skills into practice. With the support of many businesses in Mandurah and surrounding areas our students are given an opportunity to gain the experience they need to transition from school into employment.

### VALUES

- ◆ All students have unique potential
- ◆ Excellence in teaching practice and programs support students to fulfil their potential
- ◆ Teamwork is fundamental to the effectiveness of our school
- ◆ A safe, protective and positive learning environment promotes academic success and socio-emotional wellbeing

### VISION

- ◆ Encourage students to recognise and develop their potential
- ◆ Support students to meet their educational, social and emotional needs
- ◆ Support students to become a whole person, exercising self improvement, self regulation and enabling a successful transition to adulthood

### PURPOSE

- ◆ To educate and develop the whole person in order to create a sense of belonging and active engagement within their community



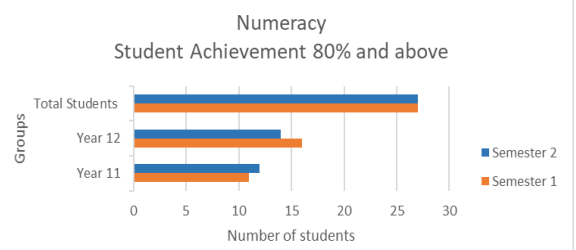
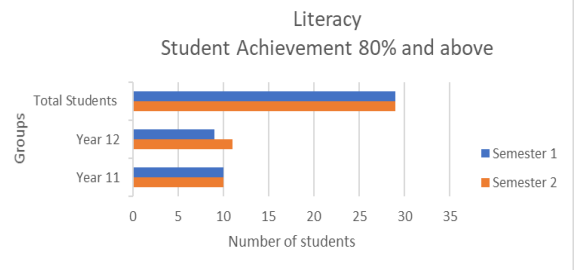
# SUCCESS FOR ALL STUDENTS



**Business Plan:** All students achieve at least 80% of their literacy and numeracy goals in their documented plans as measured through RTP and standardised testing

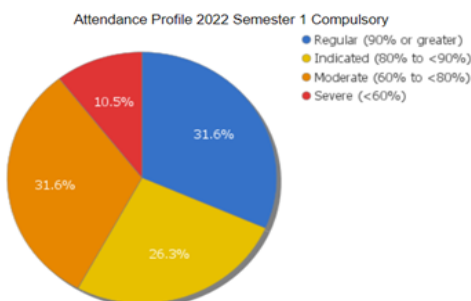
All students attending JTCESC participate in our testing program. Literacy and Numeracy testing appropriate to individual student abilities and levels was conducted in Semester 1 and 2. We use the data from the tests to analyse student progress in Literacy and Numeracy. In Term Four we re-evaluated our testing procedures. We added PAT testing to our schedule and created a testing schedule for teachers to follow. We will be using the literacy intervention program Alpha to Omega for 2023.

**Literacy:** The data shows that Year 12 student scores increased slightly and Year 11 student scores remained the same. **Numeracy:** The data shows that Year 12 student scores decreased slightly in semester 2 and Year 11 students scores increased. The implementation of Literacy and Numeracy Coordinators will allow for ongoing and in depth analysis of the literacy and numeracy data. We are implementing a literacy intervention program to extend students achieving greater than 80% in their IEP targets. Staff will be given time and opportunity to reflect and evaluate student performance with particular emphasis on improving the scores of students achieving between 50-80% achievement in Literacy and Numeracy. All year 12 students passed their Literacy and Numeracy P Units. Due to irregular attendance only 15 of the 17 year 11 students received a pass mark.

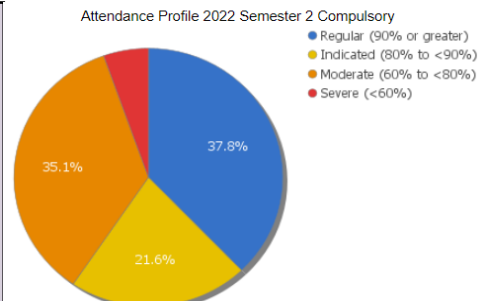


## STUDENT ATTENDANCE

Attendance remains a priority and we continue to strive for improvement and monitor closely. At the close of 2022, 2 students were identified as at severe risk due to student disengagement. Targeted case management will be implemented to support these students and their families. Student regular attendance decreased dramatically compared to 2021 which was over 50%. This is from the impact of the Covid 19 virus.



**2023 Attendance target**  
 Attendance committee to be formed to target individual students in the moderate and severe risk category  
 Decrease the percentage of individual students who are in the moderate and severe risk category



# SUCCESS FOR ALL STUDENTS

A priority at JTCESC is to engage, educate, enrich and empower each student with the capacity and resources to participate in the community and reach their potential. Integral to this is the development and maintenance of strong relationships between students, school, families and external agencies. All 18 Year 12 students have graduated with a detailed Individual Transition Plan. Meetings with Year 11, Students Parents/Carers along with the students Teacher and the Transition Support Officer were held to develop an Individual Transition Plan for the students during year 11. Ongoing contact over the two years enables opportunities to monitor, reassess plans, and complete paperwork with outside agencies. The ITP is a working document and can be amended throughout the two years in accordance with the student's needs, development, and performance.

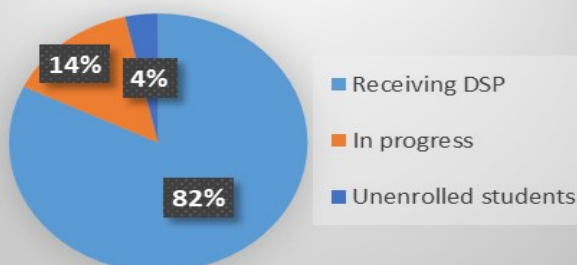
**Business Plan Target:** All students have Post School Transition Plan (PSTP) by the end of their final year of to support successful transition to post school life.

## DSP Disability Support Pension

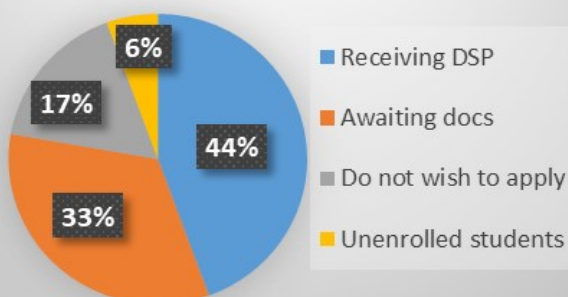
The role of the Transition Support Officer included offering administrative support in completing relevant Centrelink forms for students and Parents/Carers, attending Centrelink appointments when required and gaining relevant information to support applications.

- ◆ 7 Students receiving the DSP
- ◆ 5 Students in process of applying for DSP
- ◆ 2 students not eligible

### Year 12 Disability Support Pension (DSP) Allowance from Centrelink



### Year 11 Disability Support Pension (DSP) Allowance from Centrelink



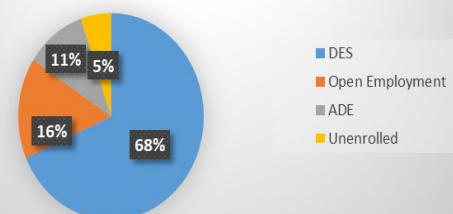
## DES

### Disability Employment Services & Australian Disability Enterprise

The role of a Disability Employment Service (DES) provider is to assist our students in finding and keeping a job in open employment. Meetings were facilitated at JTCESC to enable students and their Parents/Carers to meet and sign up with DES providers.

Australian Disability Enterprise (ADE) programs are based on the individual goals and needs of the individual, focusing on social participation, ongoing life skills, increasing independence, while enhancing holistic support networks.

### Year 12/13 student's registration with a Disability Employment Service (DES) or an Australian Disability Enterprise (ADE) provider



## NDIS

### National Disability Insurance Scheme

The Transition Officer liaised with JTCESC students and parents/carers to provide information and support with the National Disability Insurance Scheme (NDIS). The Transition Officer worked with students, parents/carers to develop Individual Transition Plans that outlined future goals of community engagement, employment, voluntary opportunities, funding supports, Centrelink allowances, therapies, and outside group involvement.

For the year 12 students the Transition Support Officer facilitated meetings with Disability Service Providers, Disability Employment Providers and South Metro Tafe and relevant outside agencies for post school opportunities.

- ◆ 18 students are registered and have endorsed NDIS plans

# BUILDING POSITIVE RELATIONSHIPS



Relationship building is very important for our students to engage in, recently they were able to network and collaborate with Kenwick School. The purchase of an electric guitar kit by Kenwick was assembled in the John Tonkin College ESC workshop, where the students were able to use their woodworking skills to create the electric guitar. Once it was completed the students were able to travel to Kenwick and present it at their assembly. We were fortunate to have a Lead guitarist from AC/DC cover band Hells Bells come and show off his skills to us and Kenwick on the newly built guitar. We further extended hospitality when one of the Kenwick classes visited us to complete a STEM rocket project. Students built rockets, launched them and then measured the distance travelled.

# SUCCESS FOR ALL STUDENTS

The Transition Coordinator worked collaboratively with teachers and the Workplace Learning Coordinator to build strong relationships with students and guardians alike. During the year, regular meetings were held to discuss students interests, abilities and skills which led to identifying individual student goals. Once goals were established, it was essential to outline the strategies needed to achieve successful outcomes. This was summarised on each student's Individual Transition Pathway Plan.

## Business Plan Target

Develop parent understanding of the role of relevant external agencies to provide support for their child

## DISABILITY AWARENESS EXPO

The JTCESC Disability Expo 2022 was held on 4 November 2022 at the Mandurah Forum. There were 40 stalls, all disability service providers, inclusive sporting groups and community-based organisations.

This was a wonderful opportunity to gain information on post school options and community engagement for our students, parents, families, and carers within the Mandurah community.

The Transition Officer coordinated the event with several organisations including the Department of Education, APM Communities, Mandurah Forum, and local Disability Service Providers.



## KEY TRANSITION OBJECTIVES FOR 2023

- ◆ Facilitating information sessions with outside agencies
- ◆ Connecting Parents/Carers and Students with Centrelink and external agencies
- ◆ Networking with various therapy organisations relevant to individual students
- ◆ Creating information packs of community sporting & leisure activities in line with the student's interests and future goals, that supports and encourages community engagement and relationship building empowering the students independence in the community
- ◆ Provide information on supports and events within the community. While establishing relationships with parents/carers helped to support the development of post school options.
- ◆ Being part of working group to support the running of the City of Mandurah community event



2019 Graduate Adam Chrisp & 2020 Taliyah Ellem (below) attending Expo



Graduated Students: 2019 Jacob Brockie, 2018 Jayden Meakins, 2019 Preston Illich attending Expo



# STRONG GOVERNANCE AND SUPPORT

Strong governance through community involvement and engagement is valued and integral to the operation of JTCEC. A continued proactive approach to develop strong community relationships is essential in building an informed and accountable School Board.

## School Board Chair Report



From the Board's perspective, in 2022, the majority of meetings and communication took place online, through Communication briefings from the Principal and opportunities to participate in discussions pertaining to the Board, we remained informed and involved. Term 4 came with Tash Wagstaff returning to John Tonkin College ESC and Cranston Collis took a new position at Kensington Secondary College. We would like to thank Cranston for his guidance and support over the last two years. A highlight for Board members each year is to attend the Graduation ceremony, and 2022 was as special as any we have attended. Our best wishes go to the graduating students for a rewarding and fulfilling time ahead. The Board is indebted to the commitment of all the staff at JTCEC for their commitment in ensuring that our school provides the best possible opportunities for our students to reach their potential.

**Laura Tolomei**  
JTCEC School Board Chair

### Business Plan Target

Maintain involvement of the School Board in monitoring school performance against the business plan

The School Board meetings were sporadic due to Covid 19. During this time we communicated on a regular basis through emails. Term 3 saw us meet in week 4 where the assessment and monitoring again took place in conjunction with the Board member to ensure the Business Plan targets are being addressed.

*Evidence was presented to the Board addressing the targets:*

The Workplace Learning (WPL) Coordinator and Transition Coordinator briefed the Board on students performance in VET, Workplace Learning and Transition. Areas that were discussed:

- ◆ Courses that students were enrolled
- ◆ Community employers who support our students
- ◆ Community groups that our school is affiliated with such as City of Mandurah, APM, Inclusive Mandurah and Inclusion Advisory Group
- ◆ Teachers presented curriculum areas
- ◆ Regular emails sent out to keep all informed

The Board members were extended invitations for school events and excursions such as Parent Open day, Assemblies, and also were offered the chance to drop in and have Breakfast club with the staff and students.

This interaction allowed Board Members to be a visible part of the school community and to become familiar with students and staff.



**2022 Board Members:** Laura Tolomei (Chair), Chilambe Kaweme (Community) Deb Byett ( Parent), Lisbeth Hooper (Community), Chelsea Parkey (Community), Kristin Lucas (Teacher), Nancy Hartnett (Community), Vivienne Cantem (Parent), Cran Collis (Principal), Trish Magno (MCS)

We at John Tonkin College ESC thank our Board members for taking the time out of your busy days to support our school. If you would like to be part of our board please contact Tash Wagstaff on (08) 9583 0571

## EFFECTIVE LEADERSHIP

School leaders play a key role in fostering an environment of success for all. Quality educators are empowered to be creative in the development of learning opportunities and to utilise resources as needed to ensure every student succeeds. The commitment to uphold the vision, purpose and ethos of JTCEC will ensure the school maintains a "student focused" direction.

### Business Plan Target

Maintain a culture of ongoing professional improvement and reflective practice

- ◆ Daily communication between teachers and support staff to reflect on student behaviours and performance throughout the day assists in building strategies to improve outcomes.
- ◆ Staff Communication Meetings were held in weeks three, six and nine each term after school to enable all staff to give feedback and to support the day-to-day running of the school
- ◆ Teacher Staff Meetings were held three times a term, after school, totalling five hours per term

## PEER OBSERVATION AND FEEDBACK



Peer Observation and Feedback is about teachers observing each other's practice and learning from one another. It provides opportunities to learn from others' teaching styles and aims to support the sharing of knowledge whilst building an awareness of the impact of their own teaching, in order to affect change.

This year it was discussed that the teachers would like an independent reviewer to come in and observe their teaching practice as they felt it would be more of a benefit to the professional growth. During Term 2 the reviewer came and had a discussion around their individual focus and set up times to meet. Upon completion it was all agreed upon that it was definitely worth having an independent person who was able to give clear and concise feedback which they were able to use throughout the year. The Principal also followed through with the teacher during performance development

## NATIONAL SCHOOL OPINION SURVEY

The National School Opinion Survey is a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community. In term 4 2022, JTCEC staff, students, parents and board members undertook the survey, below is a snapshot of the results.

*Parent Survey:* 5 out of 27 parents completed the survey. Of the 5 parents the main concern was that only 2 of the 5 felt the school was well led however would 4 of the 5 would recommend this school to others. *The leadership has changed for 2023 and it will be beneficial if parents were resurveyed at the end of the year to see improvement.*

*Student Survey:* 26 out of 27 students completed the survey. 35% of students *strongly agreed* that teachers provide useful feedback, 31% said they feel comfortable talking to the teachers about their concerns and 42% explained that they feel the school gave them many opportunities to do interesting things. 69% agree that teachers expect them to do their best and 65% said that the schools looks for ways to improve.

*Staff Survey:* 21 both permanent, fixed term and casual staff completed the survey. 41% fulltime and 59% part time. 13 of the 21 felt the school was well led, 17 staff members would recommend this school to others and 20 staff members said they felt that students at this school feel comfortable talking to staff about their concerns.

*Board members:* Surveys were handed out during the term 4 board meeting, however no surveys were returned.

- ◆ Continue to encourage the Board to complete the survey each year

- ◆ New BP targets to be written in collaboration with staff in consideration of feedback from the 2021 school review and the 2022 National schools survey results.

## SCHOOL CULTURE SURVEY

The school culture survey is used to assess the key elements of a school culture of teaching excellence, and the extent to which those conditions exist within a school. See below of a snap shot of results, this survey will be completed at the end of each year by all staff

### Relationships

59% of staff agreed that staff/student relationship are respectful and positive and that 77% agreed that parents and families are valued as partners in student learning

### Teaching & Learning

82% agreed that they know what effective teaching looks like in our school. 89% believe that their performance impacts student outcomes

### Teaching Quality

59% agreed that we collaborate to interrogate whole school data and evidence to better understand student performance

### Student Achievement & Progress

59% agreed that they actively engage in whole school self assessment processes

## HIGH QUALITY TEACHING

JTCESC maintains highly motivated staff by providing a professional learning culture that recognises the strengths of peers and utilises their expertise to expand and improve their practice. Staff reflection, communication and collaboration is critical to the success of a highly effective teaching practice, that is essential for student learning.

### Business Plan Target:

All students have documented plans to support and develop their specific academic and life skills

At the beginning of each semester the classroom teacher, Transition Coordinator and other relevant stakeholders (e.g. CPFS Case Managers, Occupational Therapists, NDIS and Mentors met with Parents and/or Carers. The objective of these meetings was to discuss the student's individual strengths and focus on their areas of need. Together a plan was established and learning strategies developed which supported each student in achieving success and becoming respectful young adults within the local community.

## SOCIAL AND EMOTIONAL WELLBEING



At John Tonkin College ESC, students' social and emotional wellbeing has been a key focus to ensure the whole child is developed and supported holistically. Our School Psychologist continues to develop social and emotional support to individual students, she provides staff with professional development and support within the areas of Behaviour Support, Mental Health and Wellbeing, Learning and Disabilities, Student Engagement and Attendance, and Critical Incident Response. The School Psychologist also liaises with staff to ensure students transition seamlessly from Year 12. She also consults and collaborates with the Principal, on a regular basis regarding individual students to ensure school is a supportive and inclusive environment.

## CURRICULUM AREAS

### VISUAL ART

Year 11 students were enrolled in Visual Arts Preliminary Unit 1, 100% achieved the unit. The year 12 students were enrolled in Preliminary Unit 2, 85% achieved the unit. As part of these courses students created works of art, learning and using techniques such as Sgraffito, Frottage, Blind Contour and observational drawing. In term 1 the focus was on the artist Vincent Van Gogh. Students studied his style and techniques and used them to create their own artwork. The culmination of this unit of work was a whole school visit to the Van Gogh Alive Exhibition in Perth. Students were able to immerse themselves in Van Gogh's art works through a multi-sensory experience. Ceramics was the focus for term 2. Students created artwork in clay including bowls, statues and name plates. Skills included joining, sculpting and glazing clay. In term 3 and 4 print making was the focus. Students carved designs into lino blocks and used them to experiment with print techniques to create a limited edition series of prints and a printed cotton tote bag. Throughout the year, students had opportunities to follow their own artistic interest where a wide variety of artwork was created.



### WORKSHOP

Students were given the opportunity to develop an understanding of material properties – wood, metal and plastics, whilst undertaking a variety of projects in our fully equipped workshop. Through this they gain positive experiences in the safe handling and use of electrical machinery and hand tools.





# DEPARTMENT OF FIRE AND EMERGENCY SERVICES - CADETS

Our Cadets started Term 1 by completing their Induction and Recruit Course workbooks and committing to the program by studying and agreeing to the Cadets WA Pledge. Our next subject in the curriculum was knots, we have studied and are in the process of learning to tie different types of knots. Learning all the various knots and their uses is a continual learning process across the entire school year, tying each knot without assistance is a goal for each Cadet. We also learnt all about Australia and its environment, studying different States and Territories, our National, Aboriginal and Torres Strait Islander Flags, and our flora and fauna. We also focused on WA and the Mandurah region.

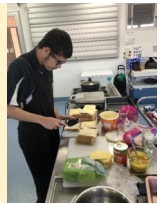


Students practised their first aid skills in class and completed an online course, CPR training enabled all Cadets in the program to become competent in their ability to perform this life saving skill.

During Term 3 we studied natural disasters (storms, floods, earthquakes, tsunamis, cyclones, structure fires and bush fires) and how to best protect ourselves and our family members. A major focus in the second half of the term was fires in the home - how to avoid them and how to deal with them. Firstly, we discussed house fires and what could happen if your house caught fire – how could you keep safe? The students were asked to create a fire plan at home. They learnt about how important it is to have an escape plan and a muster point for home. We learnt how to use a fire blanket, smoke detector and various types of fire extinguishers including how to deal with an oil fire in the kitchen. In term 4 the year 11 and 12s both attended camp at Joondalup's Ern Halliday Sport and Recreation Camp, where they challenged themselves in Archery, Laser Tag, Army Corp and Big Swing.

## BREAKFAST CLUB

Breakfast Club, sponsored by weekly donations from Foodbank, has catered for students this year. They provide bread, vegemite, Weetbix, oats, long life milk, fruit, tinned spaghetti and baked beans. Students are encouraged to make themselves toast and cereal before class in the morning if needed. For recess students are provided with a variety of healthy food cooked by a staff member. Through breakfast club, students are practising appropriate social skills, table etiquette, food and kitchen hygiene and safety.



# WORKPLACE LEARNING & WORKRIGHT

The employers who have supported our school for many years continue to do so. Their experience at working with students with disabilities allows them to set tasks in line with the capabilities of the student, being mindful of such things as step by step instructions, setting routine jobs and giving feedback to the WPL Coordinator so any issues can be addressed. Students were enrolled in ADWPL (Authority Developed Workplace Learning). Students did their placements one day per week for ten weeks, with classes rotating throughout the year.

Some students had the opportunity to continue placements after the required ten weeks, giving them more experience and possible opportunities for employment. Staff support was provided to students where needed. Staff noticed a considerable improvement in the student's confidence and ability to work independently as their placements progressed.

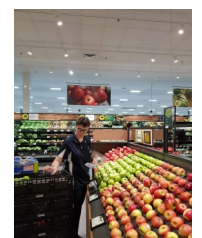
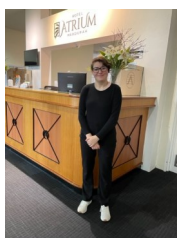
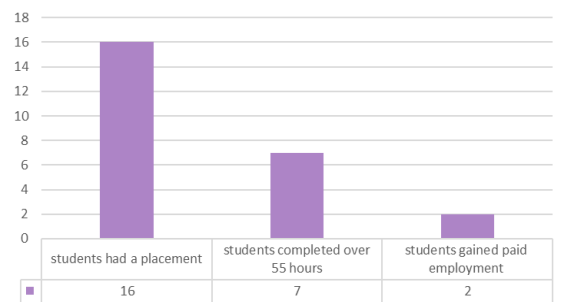
Two year 11 students completed their work experience at Woolworths. After proving their ability to follow instructions and manage the requirements of the tasks, they were offered paid employment. Regular site visits were conducted to employers to ensure their placement was proceeding successfully.

Reporting To Parents was used to compose and distribute all the department mandated paperwork for WPL, keep track of all the placements, attendance, employer and staff comments.

**THANK YOU TO OUR SUPPORTERS**  
*JTCESC greatly appreciates the support of our community*  
**EMPLOYERS 2022**

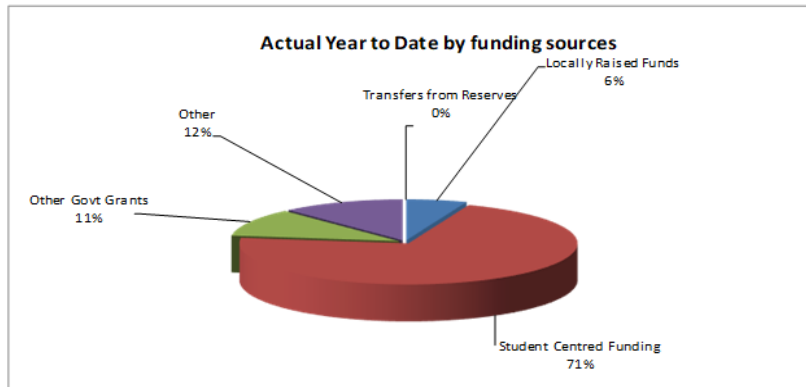
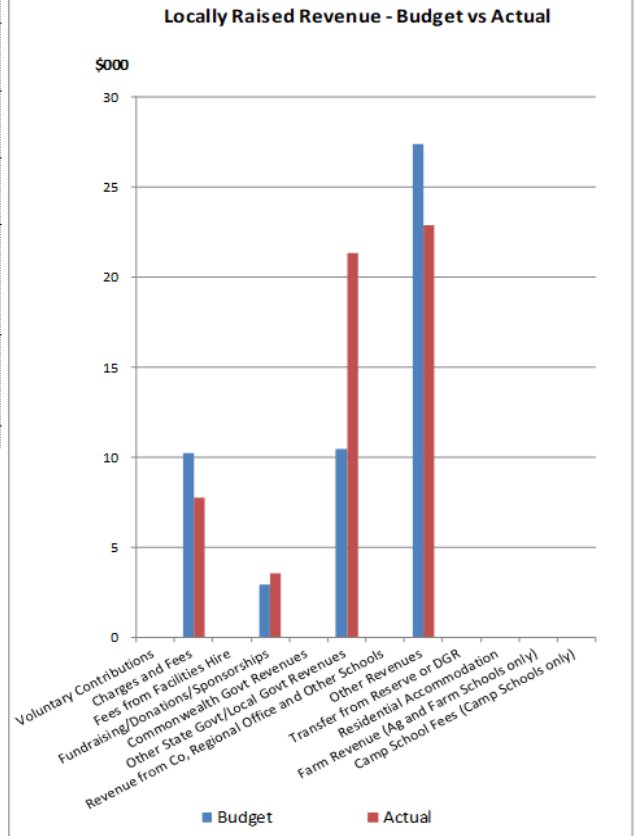
AMAZE Miniature Park, Atrium Hotel, Big W, Coles Pinjarra, Hot Klobba Clothing Co, Intelife John Tonkin College ESC Kitchen, Peel Computers, Pet City, Salvo Store Lakelands, Woolworths Central, Woolworths Forum, Woolworths Greenfields, Woolworths Miami Plaza

WPL Placements 2022

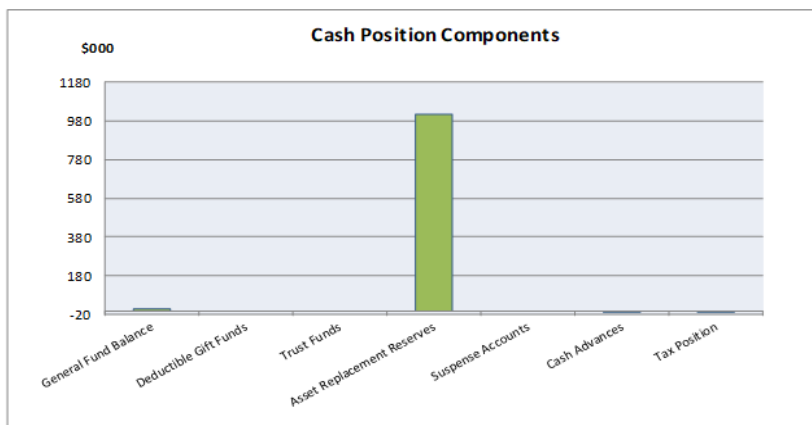
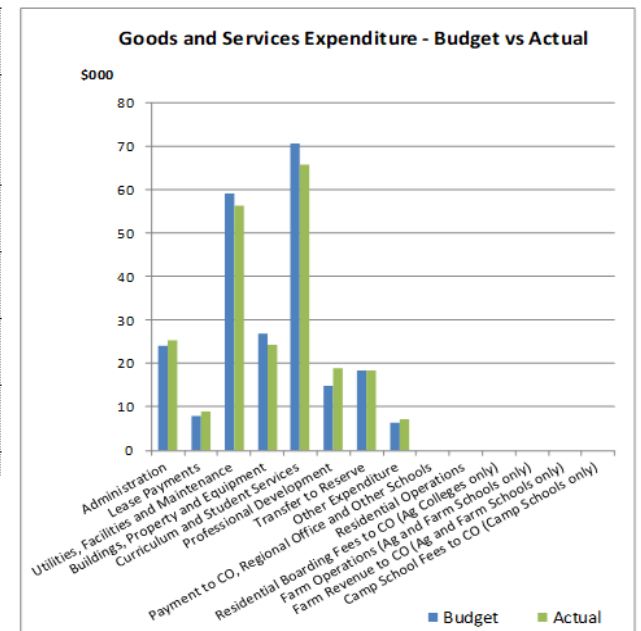


# 2022 FINANCIAL SUMMARY

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 10,192.26	\$ 7,743.77
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,915.00	\$ 3,515.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 10,470.00	\$ 21,349.09
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 27,407.22	\$ 22,867.04
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 50,984.48</b>	<b>\$ 55,475.30</b>
<b>Opening Balance</b>		<b>\$ 39,536.00</b>	<b>\$ 39,535.95</b>
<b>Student Centred Funding</b>		<b>\$ 137,973.00</b>	<b>\$ 138,078.00</b>
<b>Total Cash Funds Available</b>		<b>\$ 228,493.48</b>	<b>\$ 233,089.25</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 228,493.48</b>	<b>\$ 233,089.25</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 24,179.00	\$ 25,452.23
2	Lease Payments	\$ 8,000.00	\$ 8,920.10
3	Utilities, Facilities and Maintenance	\$ 59,128.00	\$ 56,168.44
4	Buildings, Property and Equipment	\$ 26,842.00	\$ 24,254.81
5	Curriculum and Student Services	\$ 70,661.48	\$ 65,729.22
6	Professional Development	\$ 14,881.00	\$ 19,012.40
7	Transfer to Reserve	\$ 18,500.00	\$ 18,500.00
8	Other Expenditure	\$ 6,300.00	\$ 7,221.03
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 228,491.48</b>	<b>\$ 225,258.23</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 228,491.48</b>	<b>\$ 225,258.23</b>
<b>Cash Budget Variance</b>		<b>\$ 2.00</b>	

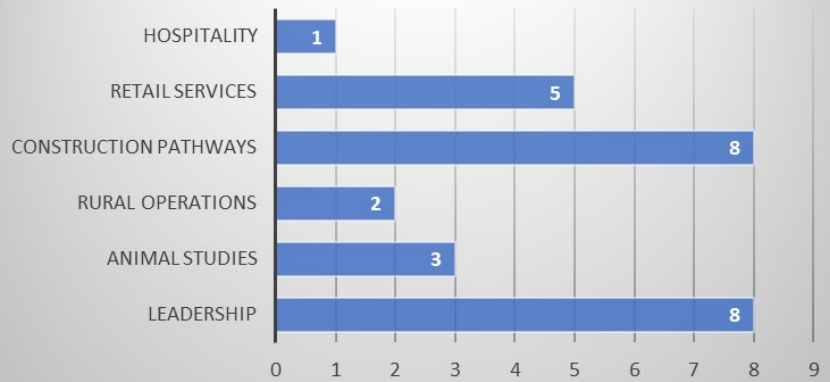


Cash Position Components	
<b>Bank Balance</b>	<b>\$ 1,018,589.56</b>
Made up of:	
1 General Fund Balance	\$ 7,831.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,012,768.54
5 Suspense Accounts	\$ -
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (1,510.00)
<b>Total Bank Balance</b>	<b>\$ 1,018,589.56</b>

# VOCATIONAL EDUCATION & TRAINING

Students are given various options and opportunities to undertake their choice of VET course. Some courses are delivered through South Metro TAFE, Skills Strategies and ACTIV, whilst others are delivered on site by JTCEC's Trainers

## VET Courses Completed 2022



## Certificate I Retail



Certificate I in Retail Services provides a pathway for students to work in a variety of sectors and business contexts such as community and personal service, accommodation and food services, clerical and administrative services.

Students are guided and assessed through preparation and sales of a weekly sausage sizzle; evolving customer service, hygiene and effective team communication skills. Various excursions to retail outlets are undertaken throughout the year enabling students to learn first-hand through activities and demonstrations.

This year Retail students assisted John Tonkin College with Multicultural Day providing the Aussie Sausage sizzle. This provided a fast paced customer service activity encouraging diversity through communication. The group also raised \$206.35 throughout the year donating funds from sausage sizzle sales to Telethon.

*6 students enrolled this year*

- ◆ 5 completing satisfactory results in all 5 units.
- ◆ 1 student was unable to complete 2 units due to leaving JTC ESC.

## Certificate II Construction (Skill set)

The Construction Skills Set had an emphasis on the practical aspects of building and construction and introduced students to basic materials and hand skills used in the construction industry including basic bricklaying, tiling, rendering and paving skills.

This course helps students to develop knowledge of the occupational health and safety requirements in the construction industry as well as workplace communication skills, and life skills that are transferable to all work environments.





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